DOCUMENT RESUME

ED 409 051 JC 970 367

AUTHOR	Platt, Gail M.
TITLE	Planning 1997-98, Progress 1996-97. Annual Report.
INSTITUTION	South Plains Coll., Levelland, TX. Learning Center.
PUB DATE	May 97
NOTE	22p.
AVAILABLE FROM	Office Manager, TheLearningCenter, South Plains College, Box 129, Levelland, TX 79336 ($10; money order preferred).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Community Colleges; *Curriculum Development; *Educational Technology; Instructional Effectiveness; *Learning Resources Centers; Objectives; Outcomes of Education; Program Effectiveness; *Remedial Programs; Remedial Reading; Two Year Colleges
IDENTIFIERS	South Plains College TX

ABSTRACT

Established in fall 1980, TheLearningCenter at South Plains College, in Texas, is designed to provide assistance to students seeking specialized services, offering developmental and college-level courses, peer-tutoring, computer-aided instruction, learning opportunities, and learning assessments. This annual report describes instructional activities, curriculum, faculty, equipment and facilities, and the accomplishments of students who received services through the Center during 1996-97, as well as goals and plans through 1998. The first section presents a detailed report of outcomes for 1996-97 for the following seven performance measures: (1) students, indicating that 13,287 student contacts were recorded for fall 1996 amounting to an unduplicated count of 2,420 students; (2) curriculum, describing proposed changes and faculty involvement in curriculum development; (3) instruction, indicating that on fall 1995 evaluations Center instructors received a mean rating of 4.6 on a 5-point scale; (4) faculty, describing professional development activities; (5) physical facilities, reviewing needs for additional technology; (6) intra-institutional relationships, describing cooperation with the college library and business office; and (7) external relationships, describing specific efforts to work with area high schools and organizations. Next, a progress report is provided on the seven goals in the Center's 1996-97 planning statement and goals developed for 1997-98 are presented for the seven performance measures. A course evaluation instrument and tables of outcomes for students who received reading remediation at the Center are attached. (HAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 409 051

Annual Report

Planning 1997-98
Progress 1996-97

TheLEARNINGCenter
South Plains College
Levelland, TX 79336

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

G. M. Platt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

prepared by Gail M. Platt, Ph.D.
Director of the Learning Center
May 1997

JC 970 367

BEST COPY AVAILABLE

CONTENTS

Abstract ii

TheLEARNINGCenter Annual Report 1

Progress Report 10

Goals: 1997-98 11

References 13

Attachments

1. Course Evaluation 14
2. Effectiveness of Reading Remediation, Reading 032 15
3. Effectiveness of Reading Remediation, Reading 036 17

TheLEARNINGCenter

ABSTRACT

This report contains an overview of **TheLEARNINGCenter** operations during the 1996-97 academic year, including a detailed report on instructional activities, curriculum, faculty, equipment and facilities, and the accomplishments of students who received services through **TheLEARNINGCenter.** Following this report, is a short progress report on 1996-97 goals and plans and a description of goals for the 1997-98 academic year.

Among the several attachments are Faculty Performance Reports and listings of professional activities of **TheLEARNINGCenter** faculty and director as well as tables showing the outcomes for students enrolled in remedial reading courses. There are also numerous appendices to the Annual Report, including course evaluation data, fliers for professional development activities sponsored by **TheLEARNINGCenter**, copies of other publications, summary reports from professional conferences, materials presented by **TheLEARNINGCenter** professionals at conferences, and other miscellaneous tables and memos pertinent to activities and accomplishments of **TheLEARNINGCenter**.

TheLEARNINGCenter

/SOUTH PLAINS COLLEGE

1997-98

Annual Report

Introduction/Aims/Purposes

TheLEARNINGCenter is an academic support activity providing reading and learning strategies developmental courses, collegiate instruction in reading and human development, peer-tutoring, computer-aided-instruction, independent-study opportunities, workshops and seminars, and a variety of learning assessments for students and prospective students of South Plains College.

Since its inception in the fall of 1980, the purpose of **TheLEARNINGCenter** has been to provide assistance to those students who seek specialized services to ensure their success in college, services which exceed those that were traditionally available on college campuses. These services are in line with the National Association of Developmental Education's definition of developmental education as "a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum." The NADE definition continues to state:

> Developmental Education is sensitive and responsive to the individual differences and special needs among learners. Developmental Education programs and services commonly address academic preparedness, diagnostic assessment and placement, affective barriers to learning, and development of general and discipline-specific learning strategies. (NADE, 1996)

In the spring 1997, the Learning Center purchased posters from the National Association of Developmental Education with this definition and stating the goals of developmental education. The goals stated are:

1. To preserve and make possible educational opportunity for each postsecondary learner.
2. To develop in each learner the skills and attitudes necessary for the attainment of academic, career, and life goals.
3. To insure proper placement by assessing each learner's level of preparedness for college course work.
4. To maintain academic standards by enabling learners to acquire competencies needed for success in mainstream college courses.
5. To enhance the retention of students.
6. To promote the continued development and application of cognitive and affective learning theory. (NADE, 1996)

These posters have been framed and are now on display in the Learning Center, near the main office.

With these goals in mind and based on the premise that successful academic support services and academic skills development require the following: a) a talented, versatile, competent, dedicated, qualified and dynamic faculty; b) students of all kinds; c) adequate instructional support (including facilities, equipment, materials and supplies, and administration); and d) administrative support, **TheLEARNINGCenter** has consistently demonstrated its commitment to evaluate programs and services and to document effectiveness. Such commitment is validated by an independent study of Texas Higher Education Coordinating Board data based on the 1989 TASP-required cohort which found **TheLEARNINGCenter**'s reading program to be ranked number one in the state in terms of helping students to pass the TASP Test and to continue in college. Moreover, each year the Director of **TheLEARNINGCenter** submits the Annual Report to the ERIC Clearinghouse for Community Colleges to become part of that database.

Academic support services enhance all students' chances of success in collegiate courses and provide students with opportunities to improve specific skills before enrolling in college-level courses. The mission of **TheLEARNINGCenter** is to help each student achieve maximum potential for success in college and in life. With its motto, *Working for you.* **TheLEARNINGCenter** typifies the South Plains College commitment to improving each student's life.

As a hybrid on the college campus, **TheLEARNINGCenter** stretches the normal boundaries between academic units and student services. Formal classes with lecture and lab components are taught by fully credentialed faculty following Southern Association of Colleges and Schools and Texas Higher Education Coordinating Board guidelines for academic departments; furthermore, other services such as tutoring, workshops and seminars, and so forth are provided in a fashion similar to the operation of standard student services with a focus on meeting the needs of individual students on a one-to-one or less formal basis.

Performance Measures

An essential feature of program development and evaluation is identifying the crucial elements for measuring program success; **TheLEARNINGCenter** bases its success on the criteria identified by the South Plains College administration in its ***Planning Format***: a) students, b) curriculum, c) instruction, d) faculty, e) physical facilities, f) inter-institutional relationships, and g) external relationships.

Student data used to measure effectiveness include demographic information and statistics on the numbers of students served in each of **TheLEARNINGCenter**'s service areas. The complementary areas of curriculum and instruction are measured in terms of their effectiveness in preparing

students for success (that is, in terms of student performance on the TASP Reading Test, grade point average at South Plains College and retention, including whether or not the student enrolled for subsequent semesters at SPC). Faculty are assessed on the basis of their qualifications, credentials, and professional development. Physical facilities are assessed by the faculty and the students (in surveys and questionnaires). Inter-institutional and external relationships are judged in terms of quantity (for example, events and activities) and quality (such as formal feedback from evaluation forms or letters).

Students

Effective as of January 1997, 13,287 student contacts were recorded by **TheLEARNINGCenter** for the fall 1996 semester for 4,605 students (2,420 unduplicated count). Previously, in the fall 1996, 1,852 students (unduplicated count) were served by **TheLEARNINGCenter**. Services were provided to 968 students through the freshman orientation program; workshops and seminars were provided to 1,176 students; and peer tutoring was provided to 844 students. Independent labs provided 903 students with 4,513 contacts while 232 students accounted for more than 619 office visits for professional tutoring and/or academic counseling. Outreach services were provided to 80 prospective students in 940 contacts. Sixty percent of the students served were recipients of more than one service provided through **TheLEARNINGCenter.** In many areas, numbers doubled or tripled over the fall 1996 semester. For example, student contacts at 13,287 was up by 44 percent (over the 9,240 contacts reported in the fall 1996). Workshop and seminar participation increased by 98 percent (up from 593 in fall 1996). Students in independent labs increased more than seven times (up from 124 a year earlier). Participation in outreach services rose more than 116 percent (up from 37) in fall 1996.

As a special service, **TheLEARNINGCenter** has a nationally certified College Reading and Learning Association tutor training program. The Director and the tutor supervisor offered eight training sessions in the 1996-97 academic year, and nine peer-tutors achieved national certification.

Just over half (51 percent) of the students served are female with 49 percent being male. Reflective of overall institutional enrollment patterns, 65 percent of the students were Anglo, 27 percent were Hispanic, and almost 7 percent were African-American. Three-fourths of the students were between the ages of 18 and 24; most of the other students served (23 percent) were 25 years of age or older. Less than one percent of the total was younger than 18. Forty-three percent of the students were technical majors, with 12 percent undecided and 45 percent academic-transfer majors. These demographics show a shift from a predominantly technical-student population (64 percent in fall 1996) with relatively few (less than 2 percent) non-majors (or undecided) to more academic-transfer majors with a significant population of non-majors.

An area of concern for **TheLEARNINGCenter** regarding SPC students is the success of the reading curriculum in preparing students for TASP success

and, beyond TASP, classroom success. Official TASP data indicate that SPC students as a group continue to perform very poorly on the reading and math portions of the TASP Test. For example, TASP Test data for SPC students taking the exam at the February 1997 administration reveal that 72 percent of 335 students taking the test met the minimum standard in reading, 52 percent met the minimum standard in math, and 87 percent passed writing. Only 18 percent of the students passed all three parts of the TASP Test on their first registered attempt although 19 percent succeeded in passing all three parts by the February administration. In September 1996, 66 percent reading, 52 percent passed math and 85 percent passed writing of the 339 students taking the test.

For baseline comparisons, 45.5 percent of 134,814 students enrolling in Texas public colleges and universities passed all parts of the TASP Test on their first attempt during the 1995-96 academic year. Overall, 43.1 percent passed all parts of the Test with 70.1 passing the reading test, 53.4 percent passing the math test and 76 percent passing the writing test. Compared to these statewide results, SPC students are slightly better prepared in reading and significantly better prepared in writing than the state average and only slightly less well-prepared in math. Also, only 4.7 percent of SPC students taking the test in February failed all three parts of the TASP.

Compared to Texas Higher Education Coordinating Board (THECB) data collected and analyzed by Dr. Hansel Burley, SPC's population of students for remediation are considerably different than the major enrolled in the Texas public community colleges. Burley's study uncovered the needs of students who have the least ability to benefit from TASP, those who have deficiencies in all three areas. He found that 26 percent of all students attempting the TASP and 38 percent of all community college students have failed all three parts of the TASP (Burley, 1997). Certainly, South Plains College in Levelland has to be considered atypical in light of these statewide data which significantly impact the effectiveness of TASP remediation.

Generally speaking, more than two-thirds of SPC students taking the TASP Test are not fully prepared to undertake college-level study. Students who enroll at South Plains College, by and large, are likely to be nontraditional students. The average age for students on the Levelland campus is 26. The typical student is a returning student, not a recent high school graduate; she works not just to pay for her schooling but to help support her family, which means she attends college on a part-time basis. Although many nontraditional students may be highly motivated to succeed and mature enough to handle the social and psychological demands of college, life, they often need, in addition to student support services (such as childcare and financial aid), substantial academic support services. Many, if not most, will require some developmental coursework in order to obtain or review the specialized reading, writing, and math skills requisite for academic success. Many also benefit greatly from individualized advisement with an explanation of the role basic academic skills play in a student's success as well as a description of the amount of time

involved in studying and preparing for the demands of the courseload undertaken.

Curriculum

In the spring 1997, three curriculum changes were submitted to the Curriculum Committee by **TheLEARNINGCenter**. However, **TheLEARNINGCenter** was notified that these proposed changes would not be considered until the fall 1997 Curriculum Committee meeting. Proposed changes are a) to delete the Reading 030 (Basic Communications Skills) course; b) to create a Reading 005 (Intensive Reading) course for students with low TASP scores and reading and/or other learning disabilities; and c) to create a RDG 010 course for students who have completed satisfactorily the recommended reading curriculum and yet who must remain in developmental reading in order to remain in TASP compliance and to demonstrate the desired competencies in reading.

As in the 1995-96 academic year, **TheLEARNINGCenter** faculty continued their involvement in First Week activities. In the fall, the Director of **TheLEARNINGCenter** conducted a session at New Faculty Orientation, showing a PowerPoint presentation on Learning Center services, the TASP Test, and information for successful advisement; the same presentation was used for the Student Assistance Center Advisory Committee meeting in August. In spring 1997, **TheLEARNINGCenter** sponsored a retention workshop featuring Helen Holley and Linda Miller of the SPC Lubbock campus attended by 15 faculty and a Developmental Education Update on TASP for 23 interested faculty.[1] Of the 18 faculty who were sent an evaluation on the Developmental Education session, 13 returned survey forms with 11 indicating an interest in attending an update each semester and one saying, "Maybe."[2] As a result of this session and survey, **TheLEARNINGCenter** has requested another update be offered in August for the fall 1997 semester.

Another example of **TheLEARNINGCenter**'s work on curriculum development was the response to the request from the military at Reese Air Force Base to develop a 16 clock-hour program (one semester credit hour) to help military personnel acquire the learning strategies needed for improved performance on their standardized examinations (the ***Promotion Fitness Exam*** and the ***Career Development Courses).***

All Learning Center faculty continued to gain expertise using PowerPoint presentation software for creating classroom presentations. Faculty also began exploring the use of HTML authoring software and Web Page design products. Faculty, although only the Director of **TheLEARNINGCenter** and the secretary have Internet access, began utilizing the Internet in classroom assignments and

---

[1] Including five faculty from the Learning Center who served as session facilitators, but who did not respond to evaluations.

[2] The other respondent did not answer the item, therefore, none of the respondents said he/she was not interested in attending semester updates.

presentations. For example, all instructors in reading gave students assignments requiring the use of the Internet and Ms. Shamburger created a web page for one of her reading classes. Ms. Shamburger also submitted a proposal to make a presentation in October 1997 in Sacramento, California, describing how reading instructors can use effectively the Internet in developmental classes. The proposal has been accepted for the 1997-98 CRLA National Conference.

Instruction

In the fall 1995, institutional student evaluations of instruction in **TheLEARNINGCenter** revealed a 4.6 mean rating on an 11-item 5-point Likert-scaled instrument. This rating was the same as the institutional mean for a 9-item 5-point Likert-scaled instrument. The evaluation for last year's classes was a 4.3. Individual items rated highest included "Instructor knowledgeable" at 4.8 and "willingness to help" also at 4.8 Compared to the institutional mean, **TheLEARNINGCenter** rated higher on "willingness to help." However, because of sample size, it is impossible to draw any statistically significant conclusions about these data. In the past, independent researchers from the University of Texas at Austin rated **TheLEARNINGCenter**'s reading program as the most successful in the state in remediating students for the TASP Reading Test.

Instructors in **TheLEARNINGCenter** also used a variety of classroom assessment tools and techniques to evaluate teaching effectiveness. For an example of a classroom assessment tool, please refer to Attachment 1. Faculty explore student responses to instruction in an effort to continually improve the educational process and their own teaching methodologies.

Another tool for assessing the effectiveness of instruction in **TheLEARNINGCenter** is the collection and analysis of TASP data indicating the success of students who enroll in reading courses. Student outcomes data for the spring 1997 semester have not yet been collected and analyzed; however, data collected from the fall 1996 semester for exit-level remedial reading courses (RDG 032 and 036) are reported in the tables identified as Attachments 2 and 3. The data in the attachments show that 70 percent of the students who successfully completed Reading 032 and attempted the TASP Test passed the TASP Reading Test (Attachment 2, Table 1). Of those who passed RDG 032 and 036, there was a significantly higher retention rate and cumulative mean GPA. These data demonstrate that students who complete reading remediation at SPC are scholastically capable and involved in continuing their education at SPC.

Retention and remediation data from the THECB (1995) also demonstrated that from fall 1993 to spring 1994 students who received remediation were retained at higher percentages than those students who did not need remediation. For example, 68 percent of all technical students were retained versus 86 percent of those technical students who received remediation; similarly, 72 percent of all academic students were retained versus

85 percent of academic students who received remediation. In several technical programs, students who received remediation were retained at a 100 percent rate. Those programs included:

- accounting associate (versus 82 percent for those who did not need remediation)
- administrative secretary (versus 83 percent)
- associate degree nursing (versus 74 percent)
- automotive machine trades (versus 82 percent)
- automotive services technology (versus 84 percent)
- automotive technology (versus 82 percent)
- commercial art (versus 75 percent)
- computer information systems (versus 74 percent)
- general secretary (versus 83 percent)
- legal secretary (versus 71 percent)
- marketing and management (versus 50 percent)
- microcomputing (versus 74 percent)
- radiologic technology (versus 78 percent)
- real estate (versus 80 percent).

Moreover, THECB (1995) data from the fall 1992 first-time-in-college cohort showed that approximately equal percentages of both academic and technical students (23 percent) enrolled in remediation and were retained at similarly high rates (100 percent for academic students, 94 percent for technical students). These data seem to support the general notion that remediation is effective and works to retain students and enhance their chances of success.

Assessment of components within the purview of **TheLEARNINGCenter** has identified some significant issues for **TheLEARNINGCenter** in regard to instruction. These include (1) the proper placement of students into developmental courses on the basis of TASP scores; (2) the continuance of students in remediation until the TASP Test is passed; (3) the appropriateness of TASP Test standards to ensure readiness for college-level instruction; and (4) the importance of administrative support for assessment, placement, advisement, and remediation effectiveness. These items (except for item 3) can be addressed through the cooperative and informed efforts of faculty, advisors, administrators, and students.

Faculty

Faculty in **TheLEARNINGCenter** are assessed by (a) exceeding the SACS criteria and possessing identified skills and competencies at the time of employment; (b) providing documentation of professional development activities; and (3) student evaluations (both formal and informal assessments). (NOTE: Student evaluations, also used to evaluate instruction, are described in that section of this report.)

For specific information on each of the faculty employed in **TheLEARNINGCenter**, please refer to the Faculty Performance Reports attached to this document. In general, faculty in **TheLEARNINGCenter** are involved in a wide-range of professional activities. In addition to their regular teaching load, they are open to team-teaching situations such as that posed by the military at Reese Air Force Base and to learning new technologies. Faculty are most eager to participate in Distance Learning ventures and providing students with instruction on using the Internet as they improve their own skills and increase their own comfort levels with new technologies.

TheLEARNINGCenter faculty also assume considerable responsibility for their own professional development by attending conferences and the professional development of colleagues by presenting at conferences and preparing activities for SPC faculty. In addition to Ms. Shamburger's selection to present a program on using the Internet with developmental reading students at the CRLA National Conference in October 1997, Ms. Marla Turrentine and Dr. Gail Platt have also been selected to present at the conference. Dr. Platt also has been invited to appear on a national panel discussing assessment, placement, and developmental education at the state-level. Dr. Platt, Ms. Shamburger, Ms. Turrentine, and Ms. Solomon have submitted proposals for presentations at the state developmental education conference, CASP, to be held also in October 1997. The selection of presentations for this conference not yet been made.

Physical Facilities

Facilities and equipment are assessed by the Director of **TheLEARNINGCenter**, the faculty and students. The general appearance of the area has been enhanced by the use of reading poster displayed in the center.

Basically, the faculty are ecstatic about the availability of technology in **TheLEARNINGCenter**, evident through the use of PowerPoint software, multimedia computers, and the big screen television. Faculty are most eager to secure on-line services in their offices to assist with student advisement, student and professional use of the Internet, and e-mail. There is a continuing and pressing need for more RAM in the file server for the student lab, 486 Pentium processors, CD ROM, Windows-based applications, improved network (Novell update) and the Internet. In an ideal situation, instructors would have access to a CD maker for instructional/curricular development.

Intra-institutional Relationships

The South Plains College library and **TheLEARNINGCenter** have a long-established tradition of mutual interest and support. The library is most responsive to requests for the procurement of special materials for professional development and student development and enrichment. With the added

resources of technology such as the Internet, **TheLEARNINGCenter** relishes opportunities for further interaction and cooperation with the staff of the library.

At this time, there is inadequate faculty access to the Internet and other on-line technologies; furthermore, there is inadequate student access to technologies, in particular, student access to SPC e-mail so that faculty and students can communicate with other via this effective and efficient means.

Relationships with those in the business office and those in charge of federal funds are cordial and efficient. Requests for information are quickly and efficiently met.

Administrative support is most appreciated. **TheLEARNINGCenter** also enjoys a rich history of intricate workings with the Counseling Center and the Dean of Student Services Office. Dr. Platt is a regular speaker at Freshman Orientation and teaches a fall section of orientation for the Counseling Center. In fall 1997, Zoe Bradley with the Counseling Center, has taught one section of HD 130 for **TheLEARNINGCenter**. Her departure from SPC leaves a serious deficiency in the total operation. Faculty in **TheLEARNINGCenter** are most appreciative of the support of the Dean of Student Services and the personnel in that office who are most supportive of academic activities and services for students.

External Relationships

Since the premise upon which **TheLEARNINGCenter** was established is that all students can benefit from academic support services, **TheLEARNINGCenter** does not recruit particular students, but, rather, publicizes its services and activities to all students recruited to the campus by particular departments and programs. Services are publicized through freshman orientation programs, brochures, flyers and posters describing services available, divisional meetings, activities of the Student Assistance Center Advisory Committee, interactions with student groups and clubs, the SPC College Catalog and interactions with community organizations.

The Director of **TheLEARNINGCenter** and the faculty are routinely contacted by area businesses and organizations to develop and provide training programs and services. This fall, Dr. Platt has provided test-taking information to classes at Levelland High School, HD courses on the Lubbock campus, and to anatomy and physiology classes of Dr. Jackie Homan on the Levelland campus. In addition, she has provided learning styles information to speech students in Dr. Leann Ellis's classes, and for the Texas Workforce Commission, Amarillo chapter IAPES Conference.

Information is also provided to the Lubbock community concerning educational issues via a television talk show (*C.A. Talk TV*) featuring Dr. Platt and her husband, Dixon Platt, also the host of *Cubbock Cive with Dixon Platt* on KKAM radio. As a public service, Dixon Platt routinely features guests (faculty and students) from SPC who discuss specific program interests.

Progress Report on 1996-97 Planning Statements

SPC Goal: **Provide dynamic curricula, instruction, and student services to meet the needs of individual students and the service area.**

SPC Goal: **Attract and retain to completion a diverse student body.**

- Provide time and resources for curriculum review, planning, and development.
- Utilize advisory committees, academic alliances, educational partnerships, community employers and constituents to update and develop curricula to meet community and society needs.
- Increase access to technology for faculty to facilitate curriculum development.
- Expand continuing education offerings to address identified skill needs of business and industry.
- Encourage and provide ways to share teaching techniques, tools and expertise through mentoring and intradepartmental communications.
- Facilitate teaching through access to and experimentation with technology.

Provide awareness training for faculty, advisors, and staff about retention issues.

✓ Accomplished spring 1997 with special First Week activity

Improve the quality of information available to advisors at the time they work with students.

- Build relationships with public school counselors and other school officials and assist in providing career counseling in service area high schools.

✓ On-going

SPC Goal: **Build upon the quality of SPC employees and their dedication to students.**

- Seek employee input.
- Provide professional development and training of faculty and staff which responds to the needs of the employee, the college and our students and constituents.

✓ Conducted evaluation of Learning Center sponsored First Week activities.

SPC Goal: **Maximize fiscal effectiveness while maintaining quality.**

✓ On-going through the 1997-98 Budget Process.

SPC Goal: **Foster community support and maintain the college's positive image.**

- Market programs to workforce education and other community agencies.

✓ On-going.

TheLEARNINGCenter: *Goals 1997-98*

The following Goals were developed by **TheLearningCenter** using CQI processes and tools.

Students

- Request that appropriate TASP skills development be pre-printed on student schedules so that inappropriate placement is more difficult;
- Request that advisors trained and knowledgeable about TASP place students into appropriate classes;
- Discuss and implement data collection within the department to input and access student data (using e-mail/network, etc.);
- Monitor bookstore prices to see if students are overcharged on textbooks.
- Request training for instructors to guide students in using the Internet.

Faculty

- Develop distributed learning courses using multimedia technology;
- Make presentations at state and national conferences to demonstrate "cutting edge" professional expertise;
- Support the creation of a faculty senate;
- Explore ways to promote faculty evaluation of administration.

Instruction

- Continue efforts to integrate and coordinate reading classes;
- Request qualified instruction in the library for student Internet use;
- Redesign reading instruction using ***Newsweek Magazine*** and the Internet with no textbook;
- Explore ways to integrate reading and math instruction.

Curriculum

- Make course syllabi available on the Internet;
- Develop e-mail communication with students;
- Revise curriculum as requested to Curriculum Committee (change in RDG 010 and 030).

External Relationships

- Disseminate information on SPC remediation outcomes;
- Disseminate information on SPC employee selection model as refined and developed by the Learning Center;
- Offer services to area high schools to explain the nature of and the significance of the TASP

Intra-institutional Relationships

- Have a coffee or afternoon activity for staff to visit with other campus personnel every six weeks;
- Continue to provide relevant in-service (First Week) activities for SPC faculty.

Physical Facilities

- Request pleasant paint colors be used in the Learning Center;
- Obtain on-line services for Learning Center faculty;
- Update lab for Windows and Internet accessibility on 20 networked stations;
- Improve the appearance of the Learning Center main office area;
- Obtain desks and chairs for SAC 303 to accommodate 6'7" basketball players as well as larger students.

Impact of Process

This particular process has had minimal impact on **TheLEARNINGCenter** since it merely formalizes a procedure used for some time now in evaluating the goals and successes or failures of **TheLEARNINGCenter**. At most, we are pleased to see a systematic and strategic approach adopted by the institution for systemwide planning efforts.

References

Burley, H. (1997). *Evidence from the ground level: A special report on the effectiveness of remedial education at Texas community college*. The Texas Higher Education Coordinating Board and Texas Tech University.

National Association of Developmental Education. (1996). *Developmental education: Goals and definition*. NADE.

Attachment 1

14

Course Evaluation

We would like to know your evaluation of this course. Please read each of the statements below and circle the letter corresponding to your response. It is not necessary for you to sign your name to this form. Your choices are:

A = no improvement needed: *Good content and delivery.*
B = slight improvement needed: *I got some good ideas.*
C = improvement needed: *I didn't get much.*
D = much improvement needed: *A waste of my time.*

This course

A B C D 1. Provided coverage of the announced topics (information processing, memory, time-management, concentration, test-taking, and higher-order thinking).

A B C D 2. Provided students' with opportunities to learn and adapt strategies for optimal performance.

A B C D 3. Provided information on personal strengths of students.

A B C D 4. Provided opportunities for students to apply their learning strengths.

A B C D 5. Provided feedback on the use of skills/strategies.

A B C D 6. Distributed adequate materials to accompany ideas presented.

A B C D 7. Provided opportunities for students to work independently and collaboratively.

A B C D 8. Included everyone in the learning process.

A B C D 9. Provided opportunities for students to ask questions and make comments.

10. What was your overall rating of the course? **A B C D F**

11. What was your favorite part of the course?

12. What was the most important part of the course?

13 What part of the course needs improvement?

14. Comments/Suggestions: (Please feel free to write on the back.)

Attachment 2

Effectiveness of Reading Remediation
TheLEARNINGCenter
South Plains College

Table 1: Reading 032, fall semester 1996

The table below shows the outcomes for students enrolled in RDG 032 (Learning Strategies II) in the fall 1996 semester.

Section	A	B	PR	F	X	W	Attempted TASP	Passed TASP
1 n=22	1	1	6	8	3	3	9	5
2 n=14	2	2	3	2	3	2	8	7
3 n = 29	3		14	6	4	2	10	7
TOTAL							**27**	**19** (70 %)

Section 1

passed/completed the course	attempted TASP Reading	passed TASP Reading	retained in following semester	mean GPA
8	5	3 (60%)	7 (88%)	2.51
failed the course*				
14	4	2 (50%)	8 (57%)	1.41

*includes students who made Fs, Xs, Ws

Section 2

passed/completed the course	mean gpa cumulative	attempted TASP Reading Test	passed TASP Reading Test	Retained in subsequent semester
7	2.66	5	5 (100%)	7 (100%)
failed the course*				
7	1.57	3	1 (33%)	3 (43%)

Section 3

passed/completed the course	mean gpa cumulative	attempted TASP Reading Test	passed TASP Reading Test	retained in subsequent semester
17	2.72	4	3 (75%)	17 (100%)
failed the course*				
12	1.55	5	2 (40%)	8 (67%)

* includes students who made Fs, Xs, and Ws

Attachment 3

Effectiveness of Reading Remediation

The**LEARNING**Center

South Plains College

The table below shows the outcomes for students enrolled in RDG 036 (Vocabulary Development) in the fall 1996 semester.

Section	A	B	C	D	F	X	W	Attempted TASP Reading	Passed TASP Reading	Passed all Parts of TASP
1 n=17* (adj. 16)	6	1	3	1	1	2	3	8	8	8
2 n=24** (adj. 22)	13	4	0	0	1	3	3	8	5	6

*In section 1, no TASP data were available for one student.

**In section 2, no TASP data were available for two students.

The results of this table show that 50 percent of the students enrolled in RDG 036 section 01 in the fall 1996 attempted the TASP Reading Test during the fall semester; of those who attempted the test 100 percent passed the Reading Test. Only 33 percent of the students enrolled in RDG 036 section 02 attempted the TASP Reading Test; of those who did attempt the test, 63 percent passed the Reading Test.

RDG 036, section 1

The following table shows the outcome for students enrolled in RDG 036, section 1 (an exit-level for remediation course) in fall 1996.

Successfully completed the course	mean GPA cumulative	attempted the TASP Reading Test	passed the TASP Reading Test	retained in subsequent semester
10	2.38	5	5 (100%)	7 (100%)
Did not successfully complete the course				
7	1.35	3	3 (100%)	1 (14%)

Section 2

Successfully completed the course	mean GPA cumulative	attempted the TASP Reading Test	passed the TASP Reading Test	retained in subsequent semester
17	2.78	6	5 (83%)	14 (82%)
Did not successfully complete the course				
7	1.94	0		4 (57%)